

**English Language Arts
Grade 7
Scoring Guide
Released Item #1
Writing from Knowledge and Experience
Fall 2007**



Prompt

WRITING FROM KNOWLEDGE AND EXPERIENCE

WRITE ABOUT THE THEME: KINDNESS

"No act of kindness, however small, is ever wasted."
- Aesop

Kindness can be shown in many ways and can have a meaningful impact. Write about the theme of kindness.

Do **ONLY ONE** of the following:

describe a time when you were not kind and you wish you had been

OR

describe a time when you were treated with special kindness

OR

explain how kindness can affect or be shown by animals

OR

tell why it is important to treat everyone in a kind way

OR

write about the theme in your own way.

PART 1A: CHECKLIST FOR WRITING FROM KNOWLEDGE AND EXPERIENCE

DIRECTIONS:

Use this checklist to help you with your response. Your response must be written on the lines in Part 1A of your **Answer Document**.

CHECKLIST:

- _____ Do I have a clear central idea that connects to the theme?
- _____ Do I stay focused on the theme?
- _____ Do I support my central idea with important details/examples?
- _____ Do I need to take out details/examples that DO NOT support my central idea?
- _____ Do I use a variety of words, phrases, and/or sentences?
- _____ Have I spelled, punctuated, and capitalized my writing to help readers understand it?

NOTES/PLANNING

Michigan Educational Assessment Program
Rubric for Writing from Knowledge and Experience
Grades 3 – 8

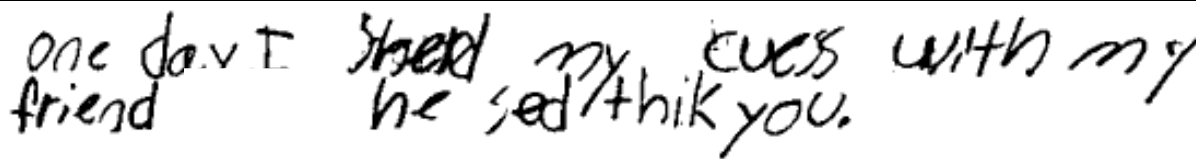
- 6** The writing is exceptionally clear and focused. Ideas and content are thoroughly developed with relevant details and examples where appropriate. The writer's control over organization and the connections between ideas moves the reader smoothly and naturally through the text. The writer shows a mature command of language including precise word choice that results in a compelling piece of writing. Tight control over language use and mastery of writing conventions contribute to the effect of the response.
- 5** The writing is clear and focused. Ideas and content are well developed with relevant details and examples where appropriate. The writer's control over organization and the connections between ideas effectively moves the reader through the text. The writer shows a command of language including precise word choice. The language is well controlled, and occasional lapses in writing conventions are hardly noticeable.
- 4** The writing is generally clear and focused. Ideas and content are developed with relevant details and examples where appropriate, although there may be some unevenness. The response is generally coherent, and its organization is functional. The writer's command of language, including word choice, supports meaning. Lapses in writing conventions are not distracting.
- 3** The writing is somewhat clear and focused. Ideas and content are developed with limited or partially successful use of examples and details. There may be evidence of an organizational structure, but it may be artificial or ineffective. Incomplete mastery over writing conventions and language use may interfere with meaning some of the time. Vocabulary may be basic.
- 2** The writing is only occasionally clear and focused. Ideas and content are underdeveloped. There may be little evidence of organizational structure. Vocabulary may be limited. Limited control over writing conventions may make the writing difficult to understand.
- 1** The writing is generally unclear and unfocused. Ideas and content are not developed or connected. There may be no noticeable organizational structure. Lack of control over writing conventions may make the writing difficult to understand.

Condition codes for unratable papers (zeroes):

A – Off Topic

B – Written in a Language other than English or Illegible

C – Blank or Refusal to Respond

Anchor Paper 1

one day I sherd my eues with my
friend he sed/thik you.

Anchor Paper 1**Score Point 1**

The writing is generally unclear and unfocused. The idea that is presented is not developed (...I sherd...he sed thik you.) and there is no noticeable organizational structure. Lack of control over writing conventions make the writing difficult to understand (I sherd my euess...).

Anchor Paper 2

It is important to treat
everybody kindly because, If
someone was not being
nice to me, I would
be really mad at him/her.
You are supposed to treat
others the same way
you want to be treated.

Anchor Paper 2 Score Point 1

The writing is generally unclear and unfocused. Ideas are not developed (*You are supposed to treat others the same way you want to be treated.*) and there is no noticeable organizational structure. Lack of control over writing conventions makes the writing difficult to understand.

Anchor Paper 3

Kindness is important to everyone. Its a couple reason to give kindness" so u wont hert people feeling, or sometimes they mite lose respect for u thats two reason I show kindness.

The last time I didn't show kindness" I got suspended from school, and had to do paper work. Thats why everybody need to show kindness because thing happen before you think.

Anchor Paper 3**Score Point 2**

The writing is only occasionally clear and focused. Ideas and content are underdeveloped (*It's a couple reason to give kindness so u wont hert people feeling...*). There is little evidence of an organizational structure and limited linking of ideas (*Thats why everybody need to show kindness...*). Vocabulary may be limited. Limited control over writing conventions may make the writing difficult to understand.

Anchor Paper 4

One time I was really mad
so I went to a friend's
house and we were playing around
then I got mad and we
got in a fight so the next
thing I did was hit him and
we didn't see each other for
about 2 weeks so I felt sorry
for that man ow man. Then
after 2 weeks we became
friends again and I'm so
happy we are friends again.

Anchor Paper 4**Score Point 2**

The writing is only occasionally clear and focused. Ideas and content are underdeveloped (...so the next thing I did was hit him and we didn't see each other for about 2 weeks so I felt sorry for that man ow man). There is little evidence of an organizational structure (One time...after 2 weeks...). Vocabulary may be limited. Control over writing conventions is limited.

Anchor Paper 5

When I was only four years-old I started my first day of preschool. I was pretty nervouse, but I imagine everyone is. I walked in and there were kids everywhere. Running around, playing on the indoor playset and I didn't know a single one of them.

Then a complete stranger waved at me. I didn't even know this guy and he waved at me. Then he came and introduced himself to me. We were best friends after that, all thanks to his act of kindness.

Anchor Paper 5**Score Point 2**

The writing is only occasionally clear and focused. Ideas and content are underdeveloped (*Then a complete stranger waved at me. I didn't even know this guy and he waved at me.*). There is little evidence of an organizational structure in the brief opening and closing and limited linking of ideas (*We were best friends after that, all thanks to his act of kindness.*). Vocabulary is basic and control over writing conventions is limited.

Anchor Paper 6

Kindness

Have you ever treated someone kind?
Well I have. I am going to write about
a time when I treated this kind.

I came to school then I went
to my first class. It was a really good
day everyone was happy because we had
a assembly that day.

I got out of hard hour and
someone started yelling at another person.
I said "Stop" that is not very nice.
A teacher came then they went to the
office to work things out.

They sat ant talked so they became
friends. Everything worked out and they
are still friends.

In conclusion, it is nice to be
kind because if I didn't tell them to
stop they probly would of got in to
a fight and suspended for a long time.

Anchor Paper 6**Score Point 3**

The writing is somewhat clear and focused. Ideas and content are developed with limited or partially successful use of examples and details (...someone started yelling at another person. I said 'stop' that is not very nice. A teacher came then they went to the office to work things out. They sat ant talked so they became friends.). There is evidence of an organizational structure, but it is artificial (...my first class...In conclusion...). Vocabulary is basic.

Anchor Paper 7

My name is n. And i'm going to tell you about a time when I was treated with special Kindness. And I usually never get special Kindness.

One day on May 13, 2006 was the last time I got treated with special Kindness. That was my Birthday. And my family got me alot of really cool presents. And my brother and his girlfriend Baked me a cake for my Birthday. And also decorated my room.

But later that night they all took me out to dinner. The place we went to was Red Robin. Red Robin is my personal favorite restaurant. And we all had a great dinner. The food was awesome!

And once we were done eating. The Red Robin staff came out and started to sing a Happy Birthday song. And I was really nervous when they started to sing to me. But once they were done. They gave me a Vanilla milkshake. It was really good.

So that night was the last time I got treated with special Kindness. And it was one of my funnest times in my life. So that was the last time I got treated with Special Kindness.

Anchor Paper 7**Score Point 3**

The writing is somewhat clear and focused. Ideas are developed with limited or partially successful use of examples and details (*The place we went to was Red Robin. Red Robin is my personal favorite restaurant. And we all had a great dinner.*). There is evidence of an organizational structure (*One day on May 13, 2006...But later that night...*). Vocabulary is basic.

Anchor Paper 8

I will be telling you about when my friend and I went to a indoor-water park/hotel and when we were not kind and wish we would have been kind.

When we were playing our own little game in the pool a girl our age bumped into one of us and she said "sorry and excuse me" we told her she was a freak and to go away. A few minutes later I saw her crying and I tried to not let it bother me but it did. I am pretty sure saw her crying to, but it ~~seemed~~ not to bother her. At this point I wished I would have been kinder to the girl. I told that I thought we should apologize for being un-kind to her. She said "No she is a winny brat." I was mad at so I gave her the cold sholder. I went to apologize but the girl just kept running away. That is why I wish I would have been kind to that girl.

Anchor Paper 8
Score Point 3

The writing is somewhat clear and focused (*That is why I wish I would have been kind to that girl.*). Ideas and content are developed with limited or partially successful use of examples and details (*...a girl our age bumped into one of us and she said "sorry and excuse me" we told her she was a freak and to go away...I saw her crying and I tried not let it bother me but it did...*). There is evidence of an organizational structure (*A few minutes later...At this point...*).

Anchor Paper 9

"No act of kindness, however small, is ever wasted" - Aesop. What that means is if you do something good, even if it's small, it still helps. Kindness is something we do out of our hearts to help another. Three acts of kindness that I have shown are helping my church, using my manners, and helping the elderly.

A place where I show kindness and kindness is shown back is my church. My church is such a friendly place. Everyone is nice there. I enjoy altar serving Saturdays at four thirty. Everybody knows me and they all love me. Also, my priest is like a friend to me. His name is Father. He is the nicest guy I have ever met. ~~Once~~ he took my whole family to "Red Lobster." When we aren't eating dinner with Father, I help with the church kitchen. It is fun helping wash dishes and cleaning. Somehow, it's way more fun than doing chores at home.

A very simple way to show kindness is to use your manners. When you're eating at someone else's house, use your manners. Not only is it polite, it shows that you are thankful for your hospitality. Some examples of manners are saying please, thank-you, and bless-you when somebody sneezes. If you are getting food, it is also polite to wash your plate. Everybody can use manners.

Sometimes I show kindness by helping the elderly. My neighbor is very old and she cannot handle the chores for

the different seasons. When it comes time for it, I rake leaves and shovel snow. She pays some company to mow her lawn, so I can't do that. Also I have to trim the hedges and get her mail. It is hard work, but I feel good knowing that I helped her.

Helping my church, using my manners, and helping the elderly are three ways I show kindness. First, I help my church with many things. Then, I use my manners to show that I am thankful. Finally, I help my very old neighbor in doing chores. Kindness can be shown in many ways.

Anchor Paper 9**Score Point 4**

The writing is generally clear and focused (*Kindness can be shown in many ways.*). Ideas and content are developed with relevant details where appropriate (*Also, my priest is like a friend to me. His name is Father _____. He is the nicest guy I have ever met. Once, he took my whole family to "Red Lobster."*), although there is some unevenness in the development. The response is generally coherent, and its organization is artificial (*First, I help my church... Then, I use my manners... Finally, I help my very old neighbor...*). The writer's command of language, including word choice, supports meaning. Lapses in writing conventions are not distracting.

Anchor Paper 10

Kindness is an important trait. It shows how much you care about another person or animal. Sometimes we forget about this and think of our own needs instead. I did this to a friend named _____.

It was recess and _____ and I, were just meandering about the playground. As we walked by the soccer field, we saw some crazed fourth graders kicking the ball this way and that. Just then, a ball flew by and hit _____ in the finger. It didn't even look swollen so I said, "Oh you're fine, Boy was I ever wrong."

_____ called me that night. She told me that she had gone to the doctor that afternoon. It turned out that she had broken her finger. It was bad enough, that she had to get a cast. I felt horrible about being so unkind.

The next day at school, she had her arm in a dark blue cast. People crowded around her to sign it, but I felt like it was all my fault and didn't even deserve to sign it. If I would have taken her inside and been kind to her I wouldn't have felt this way.

I am really sorry about the way

I treated you yesterday. I should have been more kind!" I said.
"It's okay. I wasn't mad at you or anything. It's not your fault I got hit."
That just goes to show that being kind goes a long way. One part of being kind, is apologizing for your mistakes. That is a theme of kindness.

Anchor Paper 10**Score Point 4**

The writing is generally clear and focused (*That just goes to show that being kind goes a long way.*). Ideas and content are developed with relevant details and examples, where appropriate (*...a ball flew by and hit Lindsey, in the finger. It didn't even look swollen so I said, "Oh you're fine!" Boy, was I ever wrong.*). The response is generally coherent, and its organization is functional (*Just then... The next day*). The writer's command of language, including word choice, supports meaning (*As we walked by the soccer field, we saw some crazed fourth graders kicking the ball this way and that... meandering....humble*). Lapses in writing conventions are not distracting.

Anchor Paper 11

When I was in first grade I lived in The neighborhood wasn't as good so there were a lot more people without homes. One hot summer day me and my mom were walking home. I had a water bottle and just when was about to take a drink my mom snatched it from my hands. I looked over and saw a man laying under a tree sleeping. His clothes were old and dirty. My mom placed the bottle next to his sleeping body.

That night I couldn't stop thinking of the man. I wanted to do something for him but didn't know what. I had no money and I couldn't give him a house. I talked to my step dad about my problem. He told me that he took food to the homeless at a shelter. I asked if I could help.

The next day me and my mom were walking and saw the same man. I told him about the shelter. He told me that it was a good idea and walked all the way there.

For the rest of the time we lived there I went to the shelter everyday.

I brought them food and would play games with everyone. Especially my favorite Person there.

It felt good giving something I didn't need to someone that did need it. I felt proud and so happy everywhere I went, and I know that since I did that I would have good karma.

Anchor Paper 11
Score Point 4

The writing is generally clear and focused (*It felt good giving something I didn't need to someone that did need it.*). Ideas and content are developed with relevant details and examples, where appropriate (*I had a water bottle and just when was about to take a drink my mom snatched it from my hands. I looked over and saw a man laying under a tree sleeping. His clothes were old and dirty. My mom placed the bottle next to his sleeping body.*). The response is generally coherent, and its organization is functional (*One hot summer day... That night...*). The writer's command of language, including word choice, supports meaning (*I know that since I did that I would have good karma.*).

Anchor Paper 12

I have been treated with kindness many times before. One time that I remember particularly was when my two friends, _____ and _____ and I were running for student council. There were only two spots open and there were three of us. This is how the story began.

We all were working extremely hard on our presentations the week before. We all had colorful and bright posters with glitter, stickers, sparkles and much more. Our speeches were one of a kind too. We were all ready and prepared for the next morning, when we would present it to the class.

It was now the time when we were going to present. _____ and _____ speeches were magnificent. They had many great ideas for the school and really persuaded others to elect them as a member. Then I went and gave my speech. I also had many great ideas regarding the school as well. Afterwards, we all casted our votes and went outside for recess. The results would be posted on the board when we got back.

When we walked into the classroom, we all saw the names on the board. _____ and _____ won the election. I remember being really angry. I stomped

over to the trashcan furiously with my speech in my hand and ripped it up into tiny and little pieces into the trashcan.

The next day, I remember being very disappointed. and walked over to me during class and said,

"We were really sorry that you didn't win. Your speech was awesome. We taped it together because it didn't deserve to be ripped up." They handed me speech back to me with love. My friends really treated me with kindness.

Anchor Paper 12**Score Point 5**

The writing is clear and focused (*My friends really treated me with kindness.*). Ideas and content are well developed with relevant details where appropriate (*We all were working extremely hard on our presentations the week before. We all had colorful and bright posters with glitter, stickers, sparkles and much more. Our speeches were one of a kind too.*). The writer's control over organization and the connections between ideas moves the reader through the text (*It was now the time...When we walked into the classroom...*). The writer shows command of language, including precise word choice (*...really persuaded others...I stomped over to the trashcan furiously...*). The language is well controlled, and occasional lapses in writing conventions are hardly noticeable.

Anchor Paper 13

When six year old _____ came home from school she showed her mother the little candies their neighbor Mrs. ... had given her. Her mother smiled and said how kind of her it was to give _____ the candy. _____ told her mother that she wanted to be as kind as Mrs.

The next day when _____ came home she was missing both of the ribbons her mother put in her hair. When her mother asked what had happened to them she answered, "_____ has them." She asked her daughter if she stole them from her, but she shook her head.

"I gave them to her! Isn't that kind?" She gave her mother a large grin. Her mother smiled and said, "Yes, but you really shouldn't give your things away."

"But Umma, _____ liked the pencils I gave him! And when Mrs. ... gave me the candies, you said it was kind!"

Her mother wondered just how much stuff she had given to her friends that day. She sighed as she imagined other children playing with her daughter's favorite toys.

"_____, being kind to someone isn't just giving

1. Umma means "mom" in Korean

them something. Being kind to someone is when you're at school and you help your friend _____ with the class work. Being kind to someone is when you take _____ to the nurse when she scrapes her knee on the playground. But kindness doesn't have to be something physical either. So don't give everything away, okay? _____ looked at her mother and said, "Okay, Uhmma." Her mother hugged her daughter and told her to go outside and play before dinner time.

Anchor Paper 13
Score Point 5

The writing is clear and focused. Ideas and content are well developed with relevant details and examples where appropriate (_____, *being kind to someone isn't just giving them something. Being kind to someone is when you're at school and you help your friend _____ with the class work. Being kind to someone is when you take _____ to the nurse when she scrapes her knee on the playground. But kindness doesn't have to be something physical either. So don't give everything away, okay?*). The writer's control over organization and the connections between ideas effectively moves the reader through the text (*The next day when _____ came home...told her to go outside and play before dinner time.*). The writer shows command of language, including precise word choice (1: *Uhmma* means "mom" in Korean). The language is well controlled, and occasional lapses in writing conventions are hardly noticeable.

Anchor Paper 14

_____ is a 6th grader at _____ Middle School and that fall she wanted to try out for basketball.

At _____ High School, _____ mom _____ is the girls varsity basketball coach and _____ goes to everyone of those games. The star player for _____ varsity team is a _____, she is an all around athlete and a excellant student. Her averages are 17 points per game, 7.8 rebounds, 9.9 assists and she has a 3.9 GPA in school. _____ had always looked up to

That weekend _____ and her friends were going to try out for the All-Star basketball team. _____ started the try-outs pretty, but in the middle of the try-outs, _____ relized she was not good at basketball. At the end of try-outs the coaches handed out letters and if you got one you made the team and all of her friends had all ready gotten one. The coach was holding one more letter, but he gave it to another girl.

When _____ was walking off the court all of her friends came over to her and started making fun of her on how bad she was at basketball, she was devastated. On the ride home _____ was crying

her heart out, she regreted ever walking on to that court. Her mom kept telling her that maybe if she tries harder she will make it next time, but she told her mom that although she loved the game of basketball, she decided that watching the game would be better.

That day when _____ was walking from school she ran into _____ and she told _____ she had heard what had happened. _____ also said that when she was _____ age she didn't make the All-Star team and _____ was shocked. So _____ offered to teach _____ some more about basketball and _____ accepted the offer. After a month of practicing with _____, _____ wanted to try-out again and guess what, she made the team.

_____ did not have to help _____, but instead of just thinking about herself, _____ was kind enough to help. So that is my story on kindness, hope you enjoyed it.

Anchor Paper 14
Score Point 5

The writing is clear and focused (_____ did not have to help _____, but instead of just thinking about herself, _____ was kind enough to help). Ideas and content are well developed with relevant details and examples where appropriate (The star player for _____ varsity team is a _____, she is an all around athlete and a excellent student... _____ also said that when she was _____ age she didn't make the All- Star team and _____ was shocked. So _____ offered to teach _____ some more about basketball and _____ accepted the offer. After a month of practicing with _____, _____ wanted to try-out again and guess what, she made the team). The writer's control over organization and the connections between ideas effectively moves the reader through the text (That weekend _____ and her friends were going to try out... At the end of try-outs... When _____ was walking off the court... On the ride home...). The writer shows command of language, including precise word choice. The language is well controlled, and occasional lapses in writing conventions are hardly noticeable.

Anchor Paper 15

I have chosen to write about the theme kindness in my own way. I will tell of a story in which by one small act of kindness changed someone's life and was remembered forever.

In 1930 a small girl was taken from her home in China as well as her sister. They were sold by their father; poor and unloving he had no choice but to come to this devastating act. Chio a small eight year old child and her sister Saitse rode with a man along a carriage in the dark essence of the night. The only light that was sighted was an oil lantern that swayed illuminating throughout the air. They were taken place to place handed over from person to person until they came to an abrupt stop. There stood large homes centered around a captivating village called Hanamachi. There were homes every where. It seemed to be a forever rolling mountain covered in mist.

Suddenly a frail old woman came barging out of the door with a majestic silk kimono wrapped around her arm. "This one maybe, but not the other," she softly said as she grabbed Chio and pulled her into the house. Chio screamed as it traveled throughout the home. "Be quiet, Maza is downstairs. You must not disturb her!" the old woman said angrily as she stuffed her into a room. Chio heard the door lock as she never screamed. Then a girl ran and covered her mouth and said, "Stop she will beat you, Maza has a bamboo stick!" That stopped her from crying and then Chio asked for the girl's name; it was Rumpkin.

After that moment she got used to the home. Having to do much

work every day really didn't bother her but she still wasn't with her family. She was beaten often for this and one day tried to escape. For this futile attempt she fell from a rooftop and nearly lost her life. Soon when she was retrieved she had learned that both her parents and sister were dead. She now had to repay her debt now for the cost of her treatments, and that would take years. She would be a servant to Maza until her debt was paid.

One day when she was twelve she went and sat by the bridge in downtown Harinamachi after eating. There she saw a man standing beside two beautiful Geisha. He walked over to her seeing the sadness in her eyes and the cast on her arm. The man asked, "Why do you look so gloomy on this beautiful day? Come on I'll buy you a treat!" As he bought her ice cream Chio smiled as the strawberry flavored treat melted into her mouth. "There I see a smile. Now remember, next time when you fall no more froms." he said as he chuckled seeing Chio pretend to be a Geisha.

This gave Chio hope and she thought out now to become a Geisha. She thought it could be something more just than a pretty face, but a stepping stone into his world.

This story was very touching to me. It showed how one profound act of kindness after so much pain and hurt could change someone's perspective on life. I believe that kindness is also a stepping stone into something more. This is peace. Kindness is the one thing that can never be replaced or taken away. It can change the world if it is used, but if not used, it can destroy it. With that final remark I will close my essay hoping that this story will touch someone else's heart about kindness.

Anchor Paper 15
Score Point 6

The writing is exceptionally clear and focused (*This story was very touching to me. It showed how one profound act of kindness after so much pain and hurt could change someones perspective on life*). Ideas and content are appropriately and thoroughly developed (*In 1930 a small girl was taken from her home in China as well as her sister. They were sold by their father; poor and unhealthy he had no choice but to come to this devastating act.*). The writer's control over organization and the connections between ideas moves the reader smoothly and naturally through the text (*Suddenly...After that moment...One day when she was twelve...*). The writer shows a mature command of language, including precise word choice (*...dark essence of the night...captivating village...futile attempt*). Tight control over language use and mastery of writing conventions contribute to the effect of the response.